



**Domain I: Planning** (assessed via artifact review, pre-observation and post-observation conferences)

<i>I. Plans lessons that demonstrate knowledge of content and pedagogy</i>	
<b>Lesson Plans:</b>	
<b>4</b>	Consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives Consistently demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill Consistently demonstrate collaboration with specialized professionals <sup>1</sup> in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners
<b>3</b>	Frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives Frequently demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill Frequently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners but do not demonstrate collaboration with specialized professionals
<b>2</b>	Inconsistently include the necessary content and/or do not connect content across disciplines Demonstrate inconsistent sequencing of learning experiences or provide only limited ways to demonstrate knowledge and skill Inconsistently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; do not demonstrate collaboration with specialized professionals
<b>1</b>	Do not include the necessary content and do not connect content across disciplines Do not or demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill Do not demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; do not demonstrate collaboration with specialized professionals
<b>Comments:</b>	

<sup>1</sup>(e.g., special educators, related service providers, language learning specialists, librarians, media specialists)

# Mississippi Mstar Evaluations

**Mississippi. Legislature. PEER  
Committee**



## Mississippi Mstar Evaluations:

**Implementing the MSTAR Teacher Evaluation Program** Christopher Lanard Hill, 2016 This study was conducted to gain insight into the challenges and issues facing a relatively new 2nd year on the job principal of a rural high school in relation to effectively evaluating teachers using a state mandated program referred to as Mississippi Statewide Teacher Appraisal Rubric MSTAR Okolona High School OHS a secondary school in a problem laden school district located in Okolona Mississippi served as the site for the study The MSTAR acronym refers to the state s new evaluation program for teachers developed by the Mississippi Department of Education MDE *Teachers' Perceptions of the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) Evaluation* Steven Douglas Hampton, 2016 The focus of this study was to measure teachers perception of the validity reliability feedback given from the Mississippi Statewide Teacher Appraisal Rubric MSTAR evaluation system and their overall perception of the M STAR evaluation system This was a quantitative study that investigated whether or not a statistically significant difference existed between teachers years of teaching experience teachers teaching in a tested or non tested subject total number of M STAR observation and teachers amount of M STAR training or professional development time and teachers perception of the M STAR s validity perception of M STAR s reliability perception of the feedback given by M STAR and the teachers overall perception of the M STAR teacher evaluation system A 40 statement survey instrument was developed to obtain quantitative data related to teacher perceptions of the M STAR teacher evaluation system A five point scale ranging from Strongly Agree to Strongly Disagree with an option of no opinion or not enough information to respond was used To test the hypotheses of this study a multivariate analysis of variance MANOVA was utilized to determine statistical significance A better understanding of the perceptions held by teachers concerning the M STAR teacher evaluation system in hopes that this better understanding will inform the use of the current system and the design of future systems Page ii Teacher Perceptions of the Mississippi Teacher Evaluation System Lois A. Kappler, 2017 A strong focus has been placed on accountability for the educational process and the achievement of all students This has put tremendous pressure on teachers as well as school administrators superintendents and school board members to seek innovative ways to increase student achievement and to ensure that effective teachers are in all classrooms so emphasis is on developing effective evaluation systems Given the development and implementation of the Mississippi Teacher Evaluation System MTES in 2010 there is a need to discover the perspectives of the teachers who are evaluated within this process The success of an evaluation process will only be successful if teachers use it to enhance their professional growth and effectiveness in the classroom In order to gain an understanding of the perceptions of Mississippi teachers in Teacher Incentive Fund TIF schools and their insight into the MTES this study focused on three research questions 1 how do Mississippi teachers perceive the usefulness of the MTES 2 how do Mississippi teachers perceive that the MTES develops their effective teaching practices and 3 how do Mississippi teachers perceive that the MTES supports

teachers professional growth A qualitative approach provided descriptive narrative and percentage responses to the research questions of this multiple case study Results showed that the majority of the TIF teachers who participated in this study perceived that the MTES to have some degree of usefulness especially when implemented consistently across the campus Teachers who did not experience the entire evaluation process and feedback conferences were frustrated and irritated by the process Overall teachers did experience an improvement in their instructional practices because of their participation in the MTES and most perceived that the MTES supported their professional growth because of targeted professional development and the development of professional growth goals With timely feedback and evaluator support teachers are enriching their teaching practices which enhance student engagement but they are concerned that the instrument is not being implemented consistently in all schools There is a lack of confidence in navigating the observation rubric and implementing the process with consistency

**Mississippi Assessment System** Mississippi Writing/Thinking Institute, Mississippi. Department of Education, 1993 **Mississippi Teacher Assessment Instruments, Mississippi State Department of Education**

Mississippi. Bureau of School Improvement, Mississippi. State Department of Education, 1986 **Technical Literature**

**Abstracts** Society of Automotive Engineers, 1994 General Educational Needs Assessment in Mississippi Mississippi.

Department of Education. Office of Planning and Evaluation, 1972 **Self-evaluation Report of the University of**

**Mississippi** University of Mississippi. Steering Committee for Institutional Evaluation, 1959 *Suggestions for Applying the Evaluation Criteria to Mississippi Schools* S. A. Brasfield, Mississippi. State Department of Education, 1948 **Mississippi**

**Teacher Assessment Instruments Made Easy** Charlotte W. Rice, Sally Abney Stempinski, TPAI Made Easy, Inc, 1986

The Mississippi Evaluation Systems Project in Occupational Education James E. Wall, James Franklin Shill, 1970 **A Performance Evaluation of the Mississippi Public Service Commission** Mississippi. Legislature. PEER Committee, 1978

*1983 Mississippi Educational Assessment Report* Mississippi. Division of Instruction, 1983 *Performance Evaluation [of The] Minimum Foundation Program, State Department of Education* Mississippi. Legislature. PEER Committee, 1974 *An*

*Assessment of Professional Development Spending in Mississippi School Districts and Its Relationship with Student Achievement* King David Rush, 2004 *Investigation of Evaluation Programs for Principals in Six Mississippi Metropolitan School Districts* Sue Boyd Townsend, 2003

Adult Basic Education in Mississippi; an Evaluation: Questionnaires Don F.

Seaman, Emmett T. Kohler, 1969 Mississippi Personnel Appraisal Instrument, Teacher Mississippi. Bureau of School Improvement, 1987 **Mississippi School Nutrition Environment Evaluation Data System (MS NEEDS)**, 2013

**The Mississippi Personnel Appraisal System** Mississippi. Department of Education. Office of Academic Education. Leadership Development & Enhancement, 1996

## Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Mississippi Mstar Evaluations**

In a world inundated with screens and the cacophony of instant interaction, the profound energy and mental resonance of verbal art frequently diminish into obscurity, eclipsed by the regular onslaught of sound and distractions. However, situated within the lyrical pages of **Mississippi Mstar Evaluations**, a fascinating function of fictional beauty that pulses with raw emotions, lies an remarkable trip waiting to be embarked upon. Written by way of a virtuoso wordsmith, that interesting opus guides visitors on an emotional odyssey, lightly revealing the latent possible and profound influence embedded within the delicate internet of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is main themes, dissect their captivating publishing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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auquel on ajoute souvent des pommes des poires ou des prunes colette se souvient de cette recette toute simple dans paris  
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